DOCUMENT RESUME

ED 066 651 AC 012 819

AUTHOR	Johnson, Charles Ray
TITLE	A Curriculum Guide for the Mid-Alabama Adult and Vocational Education Demonstration Center.
INSTITUTION	Tuskegee Inst., Ala.
PUB DATE	72
NOTE	94p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Adult Basic Education; Adult Dropouts; *Adult Education Programs; Adult Educators; Adult Learning; Adult Literacy; Arithmetic; Bibliographies; Career Planning; Consumer Education; *Course Descriptions; *Curriculum Guides; *Instructional Program Divisions; Learning Experience; Oral Communication; Social Sciences; Writing Skills
IDENTIFIERS	Demonstration Center; *Mid Alabama Adult and Vocational Education

ABSTRACT

This guide presents an adult basic education curriculum designed to raise the competencies of adults in several basic areas. They are: oral and written communications, arithmetic, social sciences, occupational planning (including development of occupational concepts and attitudes), and development of self. The three levels under which basic area skills and activities are presented are: Level I (Grades 0-3), Level II (Grades 4-6), and Level III (Grades 7-9). The guide covers the following areas: (1) objectives and philosophy of adult basic education; (2) understanding the uneducated adult as a learner; (3) uneducated adults, Level I; (4) "underinformed" adults, Level II; (5) "underachieving" adults; (6) qualities characteristic of a good adult basic education teacher; (7) methods of teaching adults; (8) teacher-student conferences; (9) first crucial class meeting; (10) checklist of dropout signs; (11) reading levels I, II, and III; (12) language arts skills I, II, and III; (13) mathematics levels I, II, and III; (14) social living; (15) science and life; (16) employment; (17) everyday living needs; (18) consumer tips; and (18) bibliography. (JS)

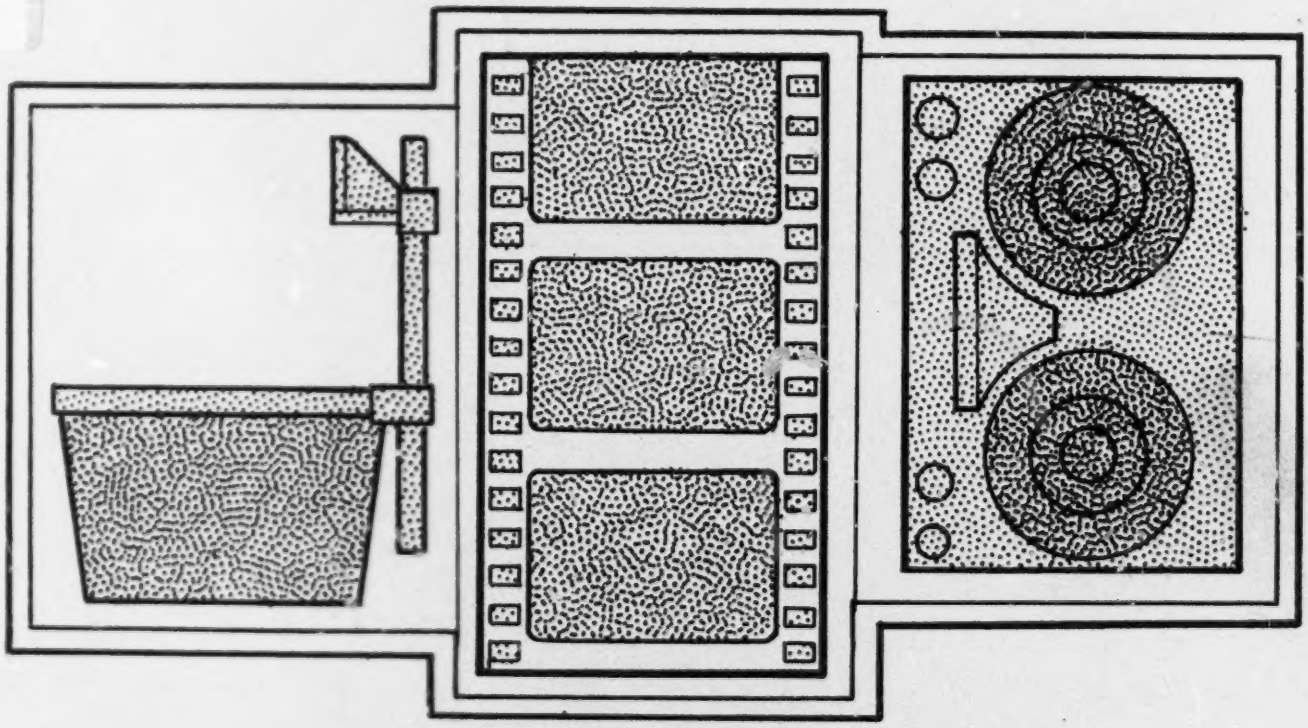
U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

THE N ADULT
AND VOCATIONA N DEMONSTRATION
CENTER

ED 066651

RECEIVED
AUG 22 1972
NMSU
E.R.I.C.

ABE CURRICULUM GUIDE



TUSKEGEE INSTITUTE
TUSKEGEE INSTITUTE, ALABAMA

adult basic education

1

AC 012 819

ED 066651

RECEIVED
AUG 22 1972
NMSU
E.R.I.C.

A CURRICULUM GUIDE FOR THE MID-ALABAMA ADULT AND VOCATIONAL EDUCATION DEMONSTRATION CENTER

Prepared by
Charles Ray Johnson

In Cooperation With
ABE Staff

James E. Carson
Director
1971-72

Tuskegee Institute
Tuskegee Institute, Alabama

TABLE OF CONTENTS

SECTION I

	Page
Adult Basic Education Curriculum Guide.	1
Objectives	3
Philosophy - Adult Basic Education.	4
Understanding the Uneducated Adult as a Learner	4
Uneducated Adults Level I	5
The "Under-Informed" Adult Level II	8
The "Under-Achieving" Adult	9
Qualities Found in a Good Adult Basic Education Teacher	10
Methods of Teaching Adults	12
The Teacher Student Conference	16

Page

The First Crucial Class Meeting 18

Check-List of Danger Signs of Adult Drop-Outs 23

SECTION II

Reading Level I 24

Language Arts Skills Level I 28

Arithmetic Level I 31

Reading Level II 36

Language Arts Skills Level II 40

Mathematics Level II 44

Reading Level III 47

Language Arts Skills Level III 50

Mathematics for the Adult Level III 54

SECTION III

Social Living 57

Science and Life 65

Employment 69

The Needs of Everyday Living 72

Page

Tips for the Consumer 82

Bibliography 85

Section I

"HELP THOU THY BROTHERS BOAT
ACROSS
AND LO - THINE OWN HAS TOUCHED
THE SHORE."

ADULT BASIC EDUCATION CURRICULUM GUIDE

The prime consideration in planning a curriculum in adult basic education, is people - their needs, their problems, and their desires. These common concerns, however, cannot be generalized into uniformity. They differ from individual to individual. In order to be truly effective, our adult basic education program must satisfy the basic educational needs of each individual we are attempting to serve.

The development and application of the curriculum must be adult - taught in adult language, illustrated in adult situations, and recognized as being important to adult life. Each classroom program of instruction should be based on a consideration of the basic educational deficiencies of those particular adults enrolled. The course of study should provide a planned, logical sequence of those essential basic educational skills and competencies deemed necessary for the individual enrollee to overcome his inabilities and deficiencies.

Adult basic education should be closely related to adult vocational education. Trainees for most occupations must be able to meet established educational achievement levels if they are to be eligible for jobs after training is completed. And these minimum qualifications are rising. Supportive education in communication and computational skills will enable the vocational trainee to benefit from vocational instructions - to get and hold jobs in the restricted range of occupations open to him. This supportive education curriculum should be highly flexible, easily geared to meet the needs of specific vocational training areas.

Adults who lack basic communication and computational skills will usually be inadequate in many other areas: withdrawn from civic and social affairs of the community, undependable as job holders, ignorant of the basic rules of health and safety, and unable to function as contributing members of society.

It is the purpose of this guide to present an adult basic education curriculum designed to raise the competencies of adults in the following basic areas: oral and written communications, arithmetic, social sciences,

occupational planning (including development of occupational concepts and attitudes) and development of self. Basic area skills and activities are presented in three levels: Level I (Grades 0-3), Level II (Grades 4-6), Level III (Grades 7-9).

OBJECTIVES - Adult Basic Education
(Desired Outcomes or Goals)

ANOTHER CHANCE	1. Offer the adult with little or no schooling the opportunity to initiate or continue his education.
RESPONSIBILITIES	2. Provide understanding of the responsibilities which accompany his rights as a citizen.
LANGUAGE AND NUMBERS	3. Enable the adult to develop the fundamental skills or communication. Listening, speaking, reading and writing, and the basic skills of numbers.
CITIZENSHIP	4. Provide the learner the opportunity of acquiring the elements of health, science, and social studies that will enable him to better understand and join in the life of his community and nation.
WORK	5. Relate these learnings to the world of work.
CONFIDENCE NEEDED	6. Develop the confidence of each adult in his own ability to learn.
ATTITUDES	7. Furnish the learner with a constant series of successful learning experiences to better re-orient his attitudes.
FUNTIONAL LEARNING	8. Develop the basic skills with continual relevance to their usefullness and meaning in the life of each learner.
LITTLE TIME AVAILABLE	9. Seek the maximum development possible in the minimum time possible.

Philosophy - Adult Basic Education

The foundation of our nation was built upon justice, and equality of opportunity for all. But for some segments of our society, this is just beginning to be a reality.

It is now our stated national policy to open "to everyone the opportunity for education and training, the opportunity to work, and the opportunity to live in decency and dignity." Basic education is imperative if these goals are to be achieved.

Adult Basic Education is guided by certain fundamental beliefs. Chief among these is the conviction that every person is a person of worth, and is entitled to the opportunity of establishing this worth, and to develop to their maximum individual capabilities.

To secure this goal, society shall aid him with trained, perceptive people and adequate funds toward these ends:

(1) To develop faith in himself as a person of worth and dignity.
(2) To learn the larger responsibilities accompanying his rights as a citizen.
(3) To acquire those fundamental skills basic to effective living as a worker, as a family member, and as a contributing member of the national and world community.

Understanding the Under Educated Adult as a Learner

It is of primary importance that you, the teacher, know your students---their capacities, backgrounds, motivations, and personal characteristics. The determination of what is to be taught as well as how to teach it can best be made when teachers understand the strengths and weaknesses, fears and apprehensions, attitudes, values, and achievement levels of their students.

Adults are voluntary participants in Adult Basic Education classes, and they are likely to continue only as long as what is offered, and the way it is offered, relates realistically and favorably to their needs, desires and capacities. If the teacher is poorly prepared or seems indifferent to his students, the adult will leave. The adult teacher must know that what he is teaching is meaningful and useful to his students, and he must continually check to see that his message is "getting through."

Uneducated Adults (Level I)

The following are some of the characteristics which distinguish the uneducated adult from the better educated adult as a learner:

1. He is difficult to identify.
   Many illiterate and functionally illiterate adults have succeeded for years in concealing their inability to read and write from their friends and associates.

2. He is difficult to involve.
   Numerous participation studies and the experience of adult educators everywhere have shown that the least educated are the most reluctant and difficult to become involved in organized educational programs. For the illiterate adult to participate, he must become convinced that further education will be good for him and that he can learn.

3. He is more likely to be living under conditions of economic poverty.
   There is a high correlation between the level of education and the level of income---the less educated having the less income.

4. He is more likely than not to be below average in scholastic aptitude.
   While many illiterate adults are of average ability, and some of superior ability in learning academic subjects, more seem to be below average for academic learning.

5. He is more likely than not to be culturally deprived.
   The less educated participate least in educational and cultural pursuits. Many are culturally deprived for reasons of discrimination in one form or another.

6. His social values, attitudes, and goals may differ widely from the upper and middle class norms.

Our cultural environment influences greatly our social values, attitudes and goals. The illiterate adult will more likely than not have a widely different value structure from those of the upper and middle classes, and in many instances show indifference or even hostility toward social institutions such as education.

7. He lives for today and not for tomorrow.

Learning goals must be defined in terms of their immediate (here and now) value. Learning tasks should be short and clearly defined, for he needs to experience success, as regularly and as frequently as possible.

8. His motivation is stifled because of his excessive failure in achieving the recognition American values of success, efficiency and practicality, activity and work, equality and freedom.

Frequently he exhibits an attitude of almost complete resignation because of his excessive failures.

9. His behavior in the classroom is more likely to be troublesome in that he will either, (1) by reason of deep-seated suspicion and fear of school, show hostility and agressiveness, or (2) because of insecurity developed through non-achievement, will be silent, defensive, and uncommunicative. (Usually the later)

10. He utilizes and reacts to non-verbal forms of communication to a greater degree.

With limited vocabulary and limited skill in articulation, he is forced to communicate on the non-verbal level. He is extremely sensitive to non-verbal clues, and tends to judge more by action than words. As teachers, we should realize that we may say one thing verbally while non-

verbally saying another, and where this is the case the illiterate adult will receive the non-verbal meaning more strongly.

11. His home conditions are more likely than not to be non-conducive to study and homework.

12. He is more likely to be uninformed about the services available to him and his family through the Social Service agencies of the community.

13. He is easily discouraged if visible evidence of progress is not regularly seen.

14. He is more doubtful of his ability to learn.
With less experience in achievement and success, there is less confidence in the possibility of success. Unpleasant prior experience with school work, coupled with excessive failure in other things, often accentuates this doubt and lack or confidence. He needs constant praise for every accomplishment, no matter how small. Coming back to school will be a momentous decision for him.

THE "UNDER-INFORMED" ADULT
(Level II)

The following are some of the characteristics which distinguish the "under-informed" adult from the uneducated and the "under-achieving" adult as a learner:

1. He has usually had some school experience, often as far as the seventh or eighth grade and sometimes even into high school.

2. His reading level will vary from the fourth grade through the sixth grade.

3. His arithmetic level will usually vary from needing help with simple addition through working with multiplication and division.

4. He is most anxious to learn quickly and is even more frustrated than the illiterate when he feels he is not learning as quickly as he feels he should.

5. Like the uneducated:
   a. He is more likely than not to be living under conditions of economic poverty.
   b. He is more likely than not to be below average in scholastic aptitude.
   c. He is more likely than not to be culturally deprived.
   d. His social values, attitudes, and goals may differ widely from the upper and middle class norms.
   e. He is more likely to be uninformed about the services available to him and his family through the Social Service agencies of the community.

6. He is very doubtful of his ability to learn. Often says, "I can't" when asked about something. Needs constant encouragement and praise to build up self-confidence.

7. When he has self-confidence built up, he can often make great strides in learning.

THE "UNDER-ACHIEVING" ADULT
(Level III)

The following are some of the characteristics which distinguish the "under-achieving" adult from the uneducated and the "under-informed" adult as a learner.

1. His reading ability will vary anywhere from the seventh grade to the tenth or eleventh grade.

2. He often has mastered the fundamental basics of arithmetic but needs refreshing in fractions, decimals, etc.

3. He often has a specific goal in mind such as passing the GED tests and receiving his high school equivalency diploma.

4. He is highly motivated for returning to school.

5. He has as a rule, much more confidence in his natural abilities than the illiterate or "under-informed" adult.

6. He is often a high school drop-out who now realizes the need for a high school education in order to receive a promotion or go to a better paying job.

7. Some students will be "self-educated" having dropped out of school in the primary grades but with the initial potential, have read widely and improved themselves.

8. His economic conditions are not necessarily poverty, but are often border-line cases.

9. His reasons for dropping out of school are usually those of an economic nature, not under-achievement.

10. He is in a big hurry for his education, and from time to time may become discouraged if he feels he is not progressing as rapidly as he should.

QUALITIES FOUND IN A GOOD ADULT BASIC EDUCATION TEACHER

1. Viewpoint:

   a. Has a cheerful, warm, optimistic spirit which permeates the classroom.
   b. Has visions of success for all adults according to their abilities and will search for these abilities in each individual student.
   c. Believes in the individual worth of each student and realizes the opportunity to contribute to the development of improved citizenship through examples.
   d. Knows that the ideas of adults can be influenced by the vision and skills of the teacher.

2. Personal Qualifications:

   a. Feels enthusiasm and optimism about his work. (They are contagious.)
   b. Inspires confidence in people.
   c. Maintains balance under all circumstances.
   d. Thinks before speaking and acting.
   e. Makes decisions based on facts rather than personal feelings.
   f. Does not make unreasonable demands.
   g. Likes people and has a sympathetic interest in other people's problems and troubles.
   h. Recognizes other people's problems.
   i. Is neither too radical nor too conservative; is willing to compromise and can disagree without antagonizing people.
   j. Has a pleasant, well-pitched, and well-modulated speaking voice.
   k. Speaks in a language that adults can understand, but does not "talk down" to them. (Watch your vocabulary. Remember you are educated, they are not.)
   l. Speaks good English without being absurdly precise.
   m. Has a reasonably strong and vigorous body, with an abundance of energy and endurance.
   n. Is always interested in improving his knowledge of subject matter and his teaching techniques.

3. Professional Training:

   a. Has subjects so well mastered that attention can be centered on the adults' reactions and difficulties, and see that subjects are related to the life of adult students so that they will have meaning for the students.
   b. Realizes that poor physical condition, malnutrition, and mental and emotional disturbances can be helped and prevented if each student is given the opportunity for economic, social, and emotional success.
   c. Recognizes that each adult has a specific reason for attending school, that that interest is foremost in the student's mind, and that accomplishment in that area is mandatory in so far as the student is concerned.

METHODS OF TEACHING ADULTS

There are many methods and techniques of instruction which a teacher of adults can use. Because there are so many, no specific one will be pointed out but rather several suggestions given. Each teacher should realize that a method that has worked for someone else may or may not be applicable in his situation. About the only concrete statement that can be made pertainint to methods is that they should meet the situation and be flexible enough to change as the situation changes. Choose those methods that hold the greatest promise of meeting the needs of your students. Here are five of the more common methods you might use:

1. The Lecture

Since most people are familiar with this method only the good points and limitations will be pointed out.

Good Points

It is a quick way to cover a lot of ground. It can save a lot of time, especially if the one who is talking knows the important points which will help others dig into the subject easily.

Limitations

It is a one-way process, effective only if material is carefully organized, the language of the student is used, speech is clear, slow and time is allowed for questions with a summary at the end of the lecture.

An important thing to remember when using the lecture is (a) introduction, tell them what you are going to tell them. (b) body. Tell them. (c) Summary. Tell them what you have told them.

II. The Discussion

Not many students are trained to participate in

discussion, hence the teacher should use the discussion method only as students grow in ability to use it. An important limitation of the discussion method is that it can't be used to teach skills, although it can be used to understand the skill. Discussion can probably be best used with other methods to add variety.

As a classroom method discussion is most helpful to:

A. Clarify ideas
B. Reconstruct ideas based on group experiences and knowledge
C. Serve the interest of the group
D. Encourage individual participation
E. Reach group decisions
F. Influence personal values

III. The Demonstration

The presentation should be carefully planned. If possible, students should take part in or even better, give the demonstration. This method helps the student visualize a process which may be a difficulty to understand completely by description alone. This method is particularly effective when students have the opportunity to perform the operation under the observation of the teacher so that certain adjustments might be made if they are needed.

Always show the simplest and easiest method of doing the job. Explain each new term so that the student can see what is being done and how it is being done.

IV. The Problem

This may be described as any situation which presents difficulty that the student has to meet. It may take the form of a question to be answered, a decision to be made, a choice among different ways to perform an act, a solution to be found or a relationship to be determined. The problem should be real and be really effective. It should be initiated by the learner.

Keep in mind the basic steps to be followed in problem solving:

A. Recognizing and defining the problem

B. Gathering and analyzing data

C. Forming and testing a solution

D. Measuring its success or failure

V. The Visual Aid

Visual aids are excellent means of imparting information. They save time and make teaching more uniformed. Visual aids should be previewed and used at the ideal time. In the selection of visual aids, there are many factors that influence the specific choice. They should apply to the lesson, meet the time allotment, involve student participation, demand attention and be accurate.

These are a few suggested methods and by no means for a teacher to follow always. It is hoped that these methods will give the teacher a basis for starting and lead to others that the teacher might create to fit his particular and sometimes unique situation.

- How can the curriculum be adapted to his needs?

Teachers who are particularly successful in informal personal conferences with their students use the attitudes and approaches described below:

THE TEACHER LISTENS

Many individuals are so absorbed with self and so involved in telling, that they have virtually lost--or never learned--the art of listening. As evidence, witness the competition for the floor in any conversational situation. The student seeks out the teacher for an individual conference because he has something to say. He does not want the teacher to do all or most of the talking.

THE TEACHER CLARIFIES

A particularly effective technique is the restatement of what the student has said. Even though nothing new has been added, the student's statement often assumes new meaning when he hears someone else say it.

Rejection can be communicated by the teacher's behavior as well as by his words. It is, therefore, of extreme importance that the teacher be aware of his own facial expression, gestures, movements, and even the clearing of his throat. Such behavior, if inappropriately timed, can say to the student just as clearly as words: "I do not accept you and am not genuinely interested in you." The counselor must also be aware of nonberval clues given him by the student. For example, trembling, fidgeting, twitching, and rigidity are tip-offs to emotional tension and high feelings.

THE TEACHER USES EASY-TO-UNDERSTAND LANGUAGE

It is all too easy to intimidate and alienate students by using language which is "over their heads." Use of big words may have two unfortunate results 1) the student feels stupid because he doesn't understand; 2) the teacher does not know that he is not understood, because the student is ashamed to tell him so.

THE TEACHER-STUDENT CONFERRENCE

Since the teacher is a key person in helping the adult students achieve their goals, most teachers find themselves, from time to time, a partner in informal conferences with their students.

Every member of your class should have an opportunity to discuss the reasons he enrolled, what he expects to get out of the class, and to set and achieve new goals as he progresses. Some students will come to you with questions...seeking you out for a personal conference. Others---often those who need guidance the most--may be too shy to ask for help. The following clues can tip you off to students who may need--but are shy or fearful of asking for--an informal conference with you:

- Students who skip class frequently
- Students who seem disinterested in class activities
- Students who appear worried, distracted (personal problems may be troubling them)
- Students who withdraw from the rest of the class, are reluctant to join in group activities.

The teacher's unique and central role in guidance arises from the fact that guidance is good teaching. To keep the teaching and guidance processes related, ask yourself several basic questions:

- Why is each individual student in this classroom?
- What are his educational, vocational, social, and emotional needs?
- What will he do with this educational opportunity?
- What are his past experiences: educationally, occupationally, as a family member, and in community activities?
- What can this class do to meet his needs?

THE TEACHER KNOWS HOW TO ASK QUESTIONS

Ask only one question at a time, not two or three in the same breath. Use straight-forward questions. Trick questions may be amusing, but they can stop a conference. Avoid asking questions in which the answer is suggested: "Wouldn't learning more about local history be an interesting hobby?" Yes, for someone, but maybe not for that particular student. Remember, too, that silence can be just as effective as questions in drawing out a student...if the teacher has the ability to feel relaxed and comfortable during a silence.

THE TEACHER DOESN'T TELL WHAT HE HEARS

The quickest and most effective way to destroy a good student-teacher conference is for the teacher to reveal information that was given in confidence. Many bits of information make interesting small talk and gossip. But the teacher is ill advised to repeat confidences because the spoken word--like the proverbial penny---usually returns to its owner and it can never be recalled.

THAT FIRST CRUCIAL CLASS MEETING

Experienced teachers have told us that the most important thing to remember is that the teacher—new or old—should not attempt to be the focal point of that opening night event. The students, from the very beginning, should know that there will be a cooperative rather than a "leader-and-led" relationship between the teacher and themselves. Therefore your role—even during this first session—is to involve students in the action. This has two advantages: it immediately establishes the learning climate of the classroom, and it provides you with opportunities to assess your students—how they respond to you; which of them enter the activities enthusiastically and which hold back, and what they hope to get out of the course. Friendliness and informality should be the keynote as you give students opportunities to move freely about the room as adults rather than sit in stiff rows in front of the teacher. Here are techniques and approaches some teachers used to make their first class session so pleasant and rewarding that the students are eager to come back for the second class session...and the third...and the fourth.

Some "Getting to Know You" Techniques

The first time a new group meets, the students may tend to act stiff and reserved until steps are taken to break the ice. The teacher, in this situation, is like a good host at a party. It is up to him to introduce people and give them opportunities to get acquainted. And it is important, if the group is to learn together, that its members feel friendly and comfortable together.

-- One teacher found that by simply asking the students to rearrange the seats in a circle, the confusion and good-natured jostling around changed into an informal and friendly atmosphere.

-- Another teacher reports that as the students arrive she greets them at the door, introduces herself, and writes the name of each student on a card. Later the cards are shuffled and distributed in pairs. The adults in each twosome interview each other. After the interview the teacher reports briefly about herself. Her announcement qualifications are kept to a minimum; self-glorification is not the purpose. She simply tells something about her family, her hobbies, and other interests. Then, each student introduces his "buddy" telling what he has learned about him during the interview—his family, where he lives, things he likes to do. This free exchange of information, with its informality and friendliness, helps put students at ease and establishes a warm atmosphere in the classroom. Most people find it easier to tell about persons other than themselves.

-- After these ice-breaking interviews, the teacher proceeds to an actual learning activity, so students will feel that when the class has ended they have accomplished something, moved a step toward their learning goals. Time is allowed for the students to be divided into buzz-groups in which the topic of discussion is, "What I would most like to be able to do as a result of this course." A general discussion of goals follows.

-- Another teacher builds student confidence by admitting her own lack of infallibility. She introduces each student by name, saying, "This is something I must learn, to pronounce each

name correctly. If I don't do it correctly, will you help me?"

A first session of a mathematics class can include a practical approach to a particular process. One teacher asked the members of the group to suggest some problems they had recently come up against in math. Learning to "solve" a few of these problems constituted the first session.

-- To ease student fears, one teacher assures them during the first class session that he will never call upon specific individuals for answers to questions...that he will simply pose a question and wait for any student to volunteer an answer. Thus they know that they will not be "put on the spot" in front of the group.

Teaching a Lesson at the Opening Session

The first lesson should be eminently practical. It should provide the students with a new skill or a new piece of usable knowledge. To them, this first experience of actual learning indicates what your entire course will be like. If, during the first session, they feel they have learned something they can use, they will come back for more. It does not have to be a long, elaborate lesson, but the learning experience should have immediate usefulness.

The use of a language-experience theme is an excellent way to start the learning process in an adult basic education class. The group discusses a topic such as "Why we came to class," or "Plans for next class," or any other topic of common interest to the group. As the students make statements on this topic, they are written on the chalk board by the teacher or a student. Later, the material from the chalk-board is copied duplicated, and distributed to the class. This theme can be used for later work.

Some teachers have found that lessons in handwriting can easily be developed during the first session. Students at the lower levels quickly learn that letters are formed from straight lines, circles, and curves. The overhead projector is used very effectively in teaching this skill. Students enjoy a real feeling of achievement as they write their own names.

End of the First Class Session

At the end of the first class session, the students are reminded of the date and time of the next class and are invited to bring a friend. The class ends with a general discussion of what the group may expect to do, and what skills they will learn during the next session. The teacher points out that films and tapes will be used, field trips will be made, and students ideas and criticism encouraged. A general discussion of what the group may expect to do, and what skills they will learn during the next session. The teacher points out that films and tapes will be used, field trips will be made, and student ideas and criticism encouraged. A general discussion of possible field trips, guest speakers, and learning activities can be conducted to show students that their ideas are wanted and, if good, will be used. Rules about smoking, use of the school library, parking, whether textbooks and other reading materials may be taken home, should be stated and the reasons for them discussed during this class session.

Take a Look at Yourself

One of your most important jobs following that first class session is self-appraisal. How relaxed and secure did you feel? Did any particular students irritate you? Did you feel ill at ease during a group session when you had to give up the traditional role of the teacher standing in front of the class? Did you have a tendency to talk too much, to take over the session and turn students into listeners rather than actors? If you asked questions and people didn't respond, what responsibility did you have in that?

The sooner you turn a critical eye on your own attitudes and techniques, the sooner you can take steps to correct them. After the first three or four sessions, you may want to ask the students themselves to give a critique of the course to date, and how they feel you are teaching it.

CHECK-LIST OF DANGER SIGNS OF ADULT DROP-OUT

If a student is	The cause may be	And the teacher can try to
I. Overly shy or timid	Class only partly satisfying needs; the student feels inferior to others in the class; the subject is too advanced; over participation of two or three dominate classmates.	Be supportive of the student in open discussion; help student see that others may feel equally shy; spend more time in getting acquainted; use small groups within the class.
II. Overly talkative or impatient with contributions of other students.	Class too elementary; lesson plan poorly organized; no standards of class participation; need to gain individual recognition.	Check individual needs; better organize the class; involve class in making decisions on what is a good contribution to discussion.
III. Slow; loses point of discussion; on low level of participation.	Class work too advanced; student not clear as to what is expected of him; not hearing or seeing well.	Provide individual counseling and/or group guidance; use more illustrative materials; check on class room "communications."
IV. Nervous or fidgety; frequently yawning; restless.	Poor class room facilities; presentation of the teacher is boring; class work seems "academic" and not very practical; student doesn't feel free to participate.	Improve classroom conditions; spend more time in student participation and planning increased use of committees or other small learning groups.
V. Delaying opening of class and eager to leave.	The topic on which the class is working doesn't seem important or the student would prefer to work on some other topic.	Help students themselves to contribute, discuss, classify and list items to be included in the curriculum.

Section II

"MEN DO LESS THAN THEY OUGHT UNLESS
THEY DO ALL THAT THEY CAN."

READING LEVEL I

I. Word Recognition

A. "Reading" of pictures: using pictures to identify speakers, subject, action of story, word or phrase in story.

B. Word configuration: length of words, letters that are tall, short, letters that extend downward, recognizing the difference between capitals and small letters.

C. Developing a sight vocabulary
Hints: Illustrations of letters which are similar; such as, m, n, and h should be made available. Instructors should keep in mind that students often make errors in recognizing differences between when and then, and between the, them, and then. A list of words commonly used by adults should be prepared. Each student should have a list of these words, and, if possible, a large list should be displayed in the classroom.

D. Phonetic and structural analysis
1. Rhyming sounds
2. Initial sounds
3. Final sounds
4. Words that sound alike
5. Words having the same beginning sounds (sh, ch, th)
6. Root words
7. Inflectional endings
Hints: The instructors should give special emphasis to rules relating to vowels and consonants. Taking one principle at a time, write on the chalk board several examples of that principle. Ask students to suggest other examples. Then ask them to look

through newspapers, magazines or workbooks and have each one underline words which illustrate the principle. When dealing with structural analysis instructors should emphasize hyphenated and non-hyphenated words, the use of contractions, prefixes, and suffixes.

II. Vocabulary building skills

A. Words that show rhyme

B. Synonyms

C. Making new words by adding s, ing, ed, and er to the known words.
Hints: Present list of commonly used synonyms, and words that rhyme. Show students how they may change the forms of certain words to mean different time periods.

III. Developing locational skills

A. Finding information through the table of contents.

B. Proper use of the telephone directory.

C. Proper use of the dictionary.

D. How maps, globes, and other means of direction are used in gaining information.

E. Knowing and being able to use the alphabet.
Hints: Letters should be reviewed in alphabetical order. Instructors should explain the division of the dictionary, and when discussing the telephone directory, the various parts of the directory should be emphasized, such as emergency information, and yellow pages. The importance of knowing the alphabet should be emphasized when discussing alphabetical order.

IV. Comprehension

A. Reading for main ideas

B. Significant details

C. Sequence of events

D. Drawing conclusions

E. Making inferences

F. Following directions
Hints: Students should be drilled in the reading of short paragraphs and articles. They should be instructed to find the main idea or whatever is desired by instructors. Newspaper articles, magazines, social security pamphlets, housing information, recipes, may be used in this exercise. Students should be allowed to read orally to answer specific questions. Incidents in the story should be discussed. As often as possible, have students tell orally what a story or paragraph is about.

V. Developing skills of organization

A. Developing an understanding of sequence

B. Grouping of words

C. Grouping of sentences

D. Note-taking

E. Summarizing
Hints: Parents may be asked to list their children in order of age, height, and weight. Instructors should prepare a list of words in the students sight vocabulary, and ask students to arrange them in alphabetical order, by length, height, etc. If possible, instructors should tell short stories and then later on - require the

students to take notes and afterwards summarize the story.

VI. Practical use of reading skills

A. Developing the ability to read simple signs.

B. How to determine direction - map reading, street and building names, etc.

C. Filling in application forms.

D. Using the want ads.

E. Identifying food and clothing labels.

F. Determining who can help me.

G. Understanding the safe operation of a motor vehicle.

Hints: If possible, various signs should be placed in the classroom so that students can gain an understanding of simple signs which they meet in everyday life. Students may play games concerning the names of their streets and how one goes about getting there. Instructors should provide newspapers so that they can explain to students the purpose and value of the want ads. In as many cases as possible, applications should be provided from those agencies that are charged with helping the poor, such as, FHA, SEASHA; Alabama Employment Service, etc. Students should be made familar with these agencies. The ABE instructor should explain steps to be taken in acquiring the application, and how to show qualification for the said program. Drivers Manuals should be made available for each student, and wherever possible, rules in the Drivers Manual should be incorporated into the everyday reading lessons. Participants should be instructed as to the reading of

clothing and food labels. Different types of merchandise and commodity labels maybe brought in the classroom to be used as examples.

LANGUAGE ARTS SKILLS
LEVEL I

I. Developing one's ability to speak

A. Pronunciation of sight vocabulary

B. Learning to feel what is said.

C. Sounding of initial and final sounds

D. Developing our ability to speak under different situations.
   1. Conversation
   2. Discussion (oral)
   3. Telephoning
      a. Placing calls
      b. Receiving calls

E. Informal speaking
   1. Diction
   2. Correct grammar
   3. Poor speaking habits

Hints: Students should be asked to pronounce all the words in their sight vocabulary, placing emphasis on the sounds of vowels. If possible tape recordings of the words pronounced should be provided, so as to give the student real life sounds. Students should be drilled in speaking face to face with each other. Try to show your class the difference between sentences and spoken fragments. Students should set up telephone stations and be taught the proper speech in receiving and making long distance telephone calls. Students should be drilled in the procedure of making short speeches. Instructors may have each student prepare a short speech and present

it to the class, or the instructor can present a short speech as a model.

II. Developing the ability to write

A. Legibility
1. Form of letters
a. Lower case letters
b. Upper case letters
c. Cursive alphabet

B. Composition - Writing of complete word in different letter forms.

C. Capitalization

D. Manuscript - letters, envelopes, etc.

E. Letter writing

F. Punctuation

Hints: Students may be drilled in making forms of letters. Letters, envelopes, etc., may be filled in during class. Models should be provided to give some indication of style. The tracing method should be used in teaching students to make difficult letters. Students should be taught the purpose and value of punctuation in making written material more understandable.

III. Listen

A. Learning to listen for specifics

B. Learning to listen for answers

C. Listening for directions

D. Recollection of information heard

E. Listening for errors.

F. Concentrating while listening.

Hints: The class may be asked to listen to radio or television news cast, and then list on paper items of detail. Students may set up in-class news centers, providing the class with on-the-spot information to analyze. Students should be asked to point out errors made in certain presentations, and to list in sequence the most important ideas: who, what, when, where, and how.

IV. Spelling

A. Learning about the word
   1. Meaning
   2. Pronouncing clearly
   3. Proper use of word
   4. Understanding words by syllables

B. Rules for spelling
   1. Silent e and final e
   2. Consonants ending in y
   3. Syllabication; simple consonant and vowels; double consonant and suffixes.

C. Developing skills in word analysis
   1. Use of dictionary in spelling
   2. Phonetic and structural analysis
      Hints: Student should be drilled in saying and spelling words in their sight vocabulary. Students should be taught that if they are uncertain about sounds that letters take in words, they should use the dictionary for pronunciation. Special emphasis should be placed on spelling rules, but the instructor must not allow his class to become a memory game.

V. Grammar

A. Capitalization

B. Punctuation

C. Parts of speech
   1. Learning the function of nouns.
   2. Learning the function of verbs.
   3. Learning the function of adjectives.
   4. Learning the function of pronouns.

D. Understanding the simple sentence
   1. Subject
   2. Predicate

E. Understanding the compound and complex sentence.

F. Paragraph building

G. Letter writing
   1. Friendly letters
   2. Thank-you notes
   3. Outlining

   Hints: When dealing with capitalization, instructors should emphasize names, days, months, holidays, cities, states, titles, etc. When discussing the parts of speech recognition, agreement of subject and verb, and correct usage should be stressed. Students should be drilled in the writing of different kinds of sentences, with special emphasis placed on the simple sentence.

ARITHMETIC

I. Learning about numbers

A. Learning to count
   1. Recognition of numbers
   2. Numbers in sequence

B. Counting from 1 to 10, 10 to 20, etc.

C. Learning to write numbers

D. Counting in 2, 4, 6, 8, etc.

E. Understanding mathematical symbols

F. An introduction to place value.
Hints: Students may be asked to count the members of their families. They could repeat numbers, names, in proper sequence, count objects in a group by twos, fives, and tens. Instructors may write on the board different numerals and ask students to give the names of each. Flash cards may be used with the various number symbols.

II. Addition

A. What is addition?

B. Adding money
1. Change (coins)
2. Dollars

C. Carrying

D. Adding of wholes and fractions
Hints: Classes may set up pay-roll stations, and cashier stations when dealing with the exchange of money. Students should be taught the fact that 4 quarters equal one dollar or $4 \times \frac{1}{4} = 1$. If instructors desire, they can use money to explain the whole process of addition.

III. Subtraction

A. What is subtraction?

B. Borrowing

C. The ability to subtract money

IV. Multiplication

A. What is multiplication?

B. Combination.

C. Multiplier and multiplicants.

D. Multiplication and money.

E. How to save in quantity buying
Hints: Instructors should prepare charts showing the different value of coins. Students should be drilled in recognizing the different valued money both coins and dollars. Instructors should ask for examples concerning quantity buying, giving examples like bars of soap, and other household goods.

V. Fractions

A. Addition

B. Subtraction

C. Multiplication

D. Division

VI. Decimals

A. Reading decimals

B. Decimals and money

C. Decimals and percentage
Hints: When dealing with decimals, instructors may use devices like automobile speedometers; they may use decimal points in dollars and cents.

VII. Measurements

A. Length
   1. Inch
   2. Foot
   3. Yard
   4. Miles
   5. Acres

B. Weight
   1. Ounces
   2. Pounds
   3. Tons

C. Temperature
   1. Boiling
   2. Freezing
   3. Zero
   4. Body temperature

D. Liquid
   1. Pint
   2. Quart
   3. Gallon

E. Time
   1. Second
   2. Minute
   3. Hour
   4. Day
   5. Week
   6. Month
   7. Year
   8. Season

   Hints: Instructors should emphasize that larger units are simply combinations of smaller units. Materials such as foot ruler, yardstick, thermometers, real or toy money, charts of fractional parts of measures, equivalent fraction charts, and work sheets may be helpful.

VIII. Graphs

A. The understanding and use of Bar Graphs

B. The use of picture of graphs

C. Construction of simple maps of known areas

D. Interpreting simple graphs
Hints: If possible, a large chart showing a simple bar graph should be displayed. Have students interpret simple bar graphs. Give them data and ask them to show the data by means of a simple bar graph. Ask them to find simple bar graphs in newspapers, magazines, etc., and explain them.

READING LEVEL II

Note: It is assumed by the writer that adults who qualify for this section will already be familiar with the skills in the above section. However, realizing that this is not always the case, a review is recommended.

I. Learning to read from what you read.

- A. Developing the ability to recognize new words.
  1. Resisting the urge to skip past unfamiliar words
  2. Making an attempt to understand new words.
  3. Developing the habit of learning new words.

- B. Gaining skills for understanding new words.
  1. The dictionary
     a. Syllables
     b. Pronunciation
     c. Parts of speech
     d. Derivation
  2. Extending structural and phonetic analysis

- C. Extending vocabulary building skills.
  1. Self-help with the dictionary
  2. Oral analysis
  3. Visual analysis
  4. Becoming familiar with common synonyms, antonyms, and homonyms.

- D. Extending locational skills
  1. Learning to do research
  2. Understanding the reading of the road map
  3. Developing an understanding of the zip code directory.
  4. Proper use of the glossary, index, or appendix, title page, and table of contents.
  5. Footnotes
  6. Bibliographies

E. Comprehension
   1. It is your desire to learn
   2. Understanding motive or learning to ask why.
   3. Analyzing ideas - comparison and contrast
   4. Reviewing
   5. Reading to make sure - verification
   6. Drawing conclusions
   7. Thinking while reading

F. Extending skills of organization
   1. Retelling the events of stories in sequence
   2. Preparing outlines
   3. Alphabetical order

II. Functional reading skills.

A. Reading necessary for work

B. Reading with speed but with comprehension

C. Reading to improve myself

D. Reading for enjoyment

E. Reading for information about the environment

III. The physical aspect of reading

A. The importance of good vision

B. Realizing the importance of eye-span

C. Vocalizing and sub-vocalizing

Hints: Present to your class the idea, "the more you read, the better you read." Try to create within them a desire to read. Do not hesitate to provide them with any material in which they show interest.

Express the fact that there are thousands of words in the English language, and no one is expected to know them all. Show them how many new words they can learn just by taking the necessary time out. Discuss the importance of not skipping past words that are unfamiliar, rather they should seek insight into the meaning of these words.

Perhaps, there is no better aid to understanding new words as that of the dictionary. Discuss the importance of the dictionary in understanding new words. Provide each student with a small dictionary; and if possible, provide an unabridged dictionary for the class room. Discuss the different guides found in the dictionary: guide words, parts of speech, syllables, etc.

Give students articles to read which contain words that are unfamiliar, watch carefully for their reaction, and then instruct them as to the proper procedure in understanding the words.

Prepare a list of sentences containing words alien to your students. Ask them to read the sentence and try to derive the meaning of the unknown word.

Have a discussion with your class, use several words you know that are not familiar to them. Have them to identify the word, and derive its meaning from the discussion.

As an aid to learning new words, introduce your students to the dynamics of the cross-word puzzle, a valuable game for learning to use the dictionary.

Failure is a way of life with these people. The best way to motivate them to learn is to make sure they experience some success during every class session...even if it is merely rereading correctly an easy sentence they learned in the class before.

Under-educated adults usually have little confidence and poor study habits. Activities should be interesting, varied, and not too long. Seat work may consist of several short tasks instead of one long task. Directions should be specific and the purpose of the tasks well-defined.

Adults students have the advantage of a wide variety of actual experiences. This helps them to understand new ideas presented to them. They are also more interested in materials closely related to their real life experiences on the job, in the home, and the neighborhood.

LANGUAGE ART SKILLS

LEVEL II

I. Extending the ability to speak

A. Voice
1. Speaking for effect
2. Tone
3. Speaking with expression
4. Pitch, volume, inflection
5. Making self-analysis

B. Enunciation and pronunciation
1. Using the dictionary as an aid to pronunciation.
2. Learning words that have more than one pronunciation
3. Pronouncing proper nouns.

C. Extending the ability to speak under different situations.

D. Developing the ability to make short formal speeches.
1. Diction
2. Correct grammar
3. Eliminating poor speaking habits.

II. Writing skills

A. Extending legibility skills
1. Neatness
2. Proper style
3. Proper connection of letters, words and sentences.

B. Extending composition skills
1. Learning about written description.
2. Learning about written explanation.
3. Learning to defend your ideas through writing.
4. Using punctuation in writing.
5. Extending the ability to write letters.

a. Capital letters and punctuation marks in letters.
b. Using good sentences in letters.

C. Learning to proof read your written work.

III. Listening

A. Listening for answers

B. Listening for sequence of events

C. Listening for new words

D. Listening for new ideas

E. Listening for emotive expressions.

IV. Spelling

A. Being aware of spelling aids outlined in Level I.

B. Developing the dictionary habit

C. Being aware of those words that are hard for you.

D. Developing the habit of using new words.

E. Looking for incorrect spelling when you read.

F. Developing skills in word analysis.

G. Spelling for vocation.

V. Grammar

A. Using punctuation effectively.

B. Using capitalization effectively.

C. Understanding and eliminating the double negative.

D. Understanding and using homonyms in reading, writing, and speaking.

E. Understanding the principal parts of verbs.

F. Understanding plurals and singulars.

G. Choosing suitable words.

H. Learning to use this, that, they, and those.

I. Using pronouns correctly.

Hints: There isn't any doubt that many of your students will lack the necessary skills to express their thoughts and feelings. Because of this fact, more than likely, they will be very reluctant to participate in classroom discussions and written work. It is the instructor's responsibility to supply his or her students with the necessary skills, confidence, and motivation to overcome their reluctancy.

Do not become discouraged. Your students have a right to be reluctant; after all, were we not reluctant about helping them?

It is very important that instructors take advantage of what students already know. Don't rate your students too low, give them the opportunity to be as creative and individualistic as possible.

Ask your class to discuss the idea, "He who has ears, let him hear." Center your discussion about listening around this idea. Explain to students the importance of listening - both in class and in any relationship with other people, particularly on the job. Ask students to suggest additional reasons why it is important to know how to listen.

Have students to watch their favorite television program, prepare a short outline of

the program and present it to the class. Teach your class the simple outline form; afterwards have them to outline stories, movies, or whatever is applicable.

In many cases, lessons will be complementing each other; you should center your lesson plan around this fact.

Many of the writing exercises will involve copying words and sentences from the blackboard. Each time this is done, the words should be erased from the board, and the students told to turn their papers over and write from memory.

It should also be noted that the hints listed in the above sections are quite applicable to this section.

Provide students with a list of words they are likely to see on their job. Drill them in recognizing, spelling, reading, and pronouncing these words.

MATHEMATIC LEVEL II

I. Making sure of what you already know.

A. Reviewing ability to count.

B. Reviewing ability to write numbers.

C. Reviewing ability to recognize mathematical symbols.

D. Reviewing understanding of place value.

II. Addition and subtraction

A. Adding columns of numbers

B. Adding large numbers

C. Adding with zero

D. Subtracting large numbers

E. Addition and subtraction as one process

F. Word problems in addition and subtraction

III. Multiplication and Division

A. Understanding the multiplication tables

B. Multiplication of fractions

C. Extending mathematical vocabulary

D. Multiplication of decimals

E. Understanding that division is the inverse operation of multiplication

F. Developing the ability to rename fractions and decimals

G. Division of decimals

H. Checking division with remainders

I. Checking multiplication and division

IV. Measurements through mathematics - addition, subtraction, multiplication and division

A. Length

B. Weight

C. Temperature

D. Liquids

E. Time

V. Mathematics in everyday life

A. Mathematics for vocation

B. Mathematics for home
1. Kitchen
2. Shopwork
3. Family budget

C. Mathematics for finance
1. Exchange of money
2. Banking
3. Installment buying
4. Interest

Hints: Mathematics is, indeed, a subject that requires a division all its own. However, it is not a subject that has to be taught in a monopolizing fashion. As often as possible, instructors should use mathematics as an aid to teaching other sections.

Again, instructors should not expect too much of students. If necessary, incorporate

section I with section II, but do not allow your class to become frustrated because the material is too rigorous.

Use as many real life situations as possible. When dealing with figures, use examples that your students will probably see in their everyday encounters.

If possible, instructors should introduce in their reading lessons words frequently used in mathematical problems.

Simple cookbooks or recipes clipped from the newspaper can be used in classrooms to help students understand fractions--½ cup and ¼ teaspoon. Students can also be given information on nutrition and meal planning in addition to the development of mathematical concepts.

READING LEVEL III

I. Review material in Level I and II

II. Word recognition skills

- A. Developing the habit of search for new words.
- B. Understanding the use of special word guides.
- C. Understanding words with similar meanings.
- D. Understanding words with different meanings.

III. Recognizing reading handicaps

- A. Vocalizing
- B. Word by word reading
- C. Poor word harmony
- D. Word analysis
- E. Flexibility in reading
- F. Finger following
- G. Clue blindness
- H. Head movement
- I. Poor concentration

IV. Extending locational skills

- A. Learning about the library
  1. References
  2. Main stacks
  3. Periodicals
  4. Reading room

5. Special location

B. Learning to use the card catalog

C. Conduct in the library

V. Comprehension

A. Thinking before reading

B. Concentration by unit

C. Looking for clues.

D. Preparing the mind for different kinds of material
   1. Reading for study
   2. Exploratory reading
   3. Analytical reading
   4. Critical reading
   5. Reading for ideas

VI. Extending the skills of organization

A. Understanding the formal outline.

B. Developing the ability to follow outlines.

C. Proper utilization of time.

D. Knowing what you desire to achieve.

E. Developing the ability to take notes while reading.

VII. Learning the proper reading of the newspaper.

VIII. Vocational reading

A. Reading for new development

B. Reading for current events

C. Reading for self-improvement

Hints: When discussing poor reading habits, instructors should emphasize the fact that reading aloud is time-consuming, and often, decreases comprehension.

Try to provide that material in which your students show the greatest interest. At this stage of the game, it does not matter what your students read, as long as it stimulates their interest and motivates them to read.

Express the fact that comprehension and speed varies with the kind of material being read, and that different reading skills have to be applied to different types of reading.

If possible, allow your class to visit the nearest library. Explain to them the different sections of the library and the use of each. Also explain the calssification and use of the card catalog.

Try to provide reading material from those vocations to which you might refer your students. When preparing a vocabulary list, include those words students might see on their future jobs.

Help your students realize their reading handicaps, so that they may work on their weak points.

Reading is such an intimate part of the following sections that it would be futile to separate it as an individual discipline. Instructors should prepare their lesson in such a fashion as to teach reading and the language arts simultaneously.

LANGUAGE ARTS SKILLS

LEVEL III

I. Extending the ability to speak

A. Voice
1. Developing an animated voice.
2. Being aware of a monotonous voice.
3. Using tone, pitch, and rate of speaking to emphasize certain points.
4. The elimination of pet words that may be retarding to speech.

B. Enunciation and pronunciation
1. Self-recitation
2. Learning to pronounce the whole word.
3. Learning the importance of pronunciation guides.
4. Learning to group words in phrases.
5. Learning to use a variety of words.

C. Extending the ability to speak under different situations.
1. Speaking to give direction
2. Speaking to explain
3. Holding an informal conversation.

II. Extending listening skills

A. Learning to be attentive.

B. Being aware of sign posts and guides.

C. Developing the habit of not monopolizing the conversation.

D. Developing the habit of being courteous to the speaker.

E. Listening for direction.

F. Thinking while listening.

G. Taking notes while listening.

H. Summarizing oral reports.

I. Analyzing what you hear.

III. Extending writing skills

A. Developing an understanding of the importance of punctuation in written material.

B. Individual study of the marks of punctuation.

C. Knowing what to write.

D. Learning about style in written work.

E. Learning to write a business letter.

IV. Extending vocabulary skills

A. Developing a desire for the learning of new words.

B. Learning to use forceful verbs and vivid adjectives.

C. Learning to use the right word at the right time.

D. Learning words of power.

E. Developing a personal system for increasing the vocabulary.

V. Grammar

A. Extending understanding of the sentence.
   1. Intransitive verbs.
   2. Transitive verbs.
   3. Linking verbs.

B. Understanding sentence inversion

C. Common problems with verbs
   1. Principal parts
   2. Errors in agreement
   3. Errors in tense

D. Common problems with pronouns.
   1. Errors in reference
   2. Errors in agreement
   3. Errors in case

E. More common errors
   1. False predicate
   2. Confusion of adjective and adverb forms.
   3. Unneeded conjunctions and prepositions.
   4. Omission of necessary words.
   5. Dangling and misplaced modifiers.

List of words often confused:

lack	like	beside	besides
ever	every	bring	take
to	too	capitol	capital
until	that	discover	invent
lie	lay	healthful	healthy
sit	set	lead	led
rise	raise	leave	let
like	love	real	very
loose	lose	stop	stay
stationery	stationary		

Hints: Have each student give a short speech, have your class discuss these speeches, pointing out errors and possible improvements.

On this level instructors should concentrate on the merging of different sections. All sections should be treated as complements of each other.

Students on this level will be more advanced than those on previous levels. Therefore, instructors should allow almost complete individuality. Try to discover what various students would like to learn, and center your lesson plan around those interests.

When discussing the section on listening, emphasize the importance of listening on the job and in everyday relationships with other people.

Instructors may read aloud short articles or paragraphs, instructing students to listen carefully, for they will be tested after completion of the reading. After reading the article, construct questions based on it for your class to answer. After checking the papers, you should be able to determine those students whose powers of listening and comprehension are weak.

Instructors should exploit the use of the sentence in this section. Turn it inside-out, but make sure students understand the dynamics and power of a correctly constructed sentence.

Students should be encouraged to write a short letter to a friend or relative. Instructors should check these letters for possible corrections.

Students should be drilled in the conjugation of verbs and their proper use. Do not give students too many words at one time, and repeat as often as necessary.

Instructors should emphasize the role of the verb in sentences, give examples of sentences with the new verbs, and ask your class to make the necessary corrections.

Explain to students that often the idea behind the sentence is not understood because the definition of the words were not known. Emphasize the fact that some systematic means should be developed for increasing their vocabulary.

MATHEMATICS FOR THE ADULT

LEVEL III

I. Review of Levels I and II

II. Understanding word problems using the four basic operations.

III. Increasing mathematical vocabulary

IV. Understanding percent and its relationship to interest

- A. i = Prt (interest formula)
- B. P = br (percent formula)
- C. Compound interest

V. Recognizing geometric shapes

- A. Squares
- B. Triangles
- C. Pentagons
- D. Hexagons
- E. Circles
- F. Solids

VI. Understanding vocational measurements

VII. The use of mathematics in everyday life.

- A. Wise money management

B. Consumer buying
   1. Knowing what to buy.
   2. Knowing when to buy.
   3. Knowing where to buy.
   4. Being aware of consumer protection laws.
   5. Being aware of taxes on consumer goods.
   6. Being aware of sale announcements.

C. Using credit wisely
   1. Installment buying
   2. Personal loan credit
   3. Service credit (utilities)

D. Computation of monthly expenses and income.

E. What are the requirements for credit?
   1. Collateral
   2. Character = The three C's.
   3. Capital

F. What agencies provide the best credit terms?
   1. Banks
   2. Credit Unions
   3. Savings and loans associations
   4. Commercial banks
   5. Private loan companies
   6. Illegal loan sharks
   7. Others

G. Credit
   1. Credit determines credit
   2. Maintenance of good credit ratings.
      a. Payments are made on time.
      b. Do not allow credit to exceed income.
      c. Be prepared for unforeseen contingencies.
      d. Notification of creditor concerning missed payments.

The following section is recommended for those students desirous of obtaining a high school equivalency certificate.

VIII. Introduction to algebra

A. Understanding an algebraic equation

B. Solving simple equations

C. Understanding what is meant by sign numbers.

D. Sign numbers and the four basic operations.

Hints: Instructors should teach the practical application of mathematics. Have students bring in information from their daily routine. Use this information to make problems that can be solved in class.

Uneducated adults often speak of "carrying charges," but very seldom have a complete understanding of the term. Instructors should explain what is meant by "carrying charges," and discuss the rate of interest often charged on installment buying.

Try to relate whatever you teach to the background of individual students. Women may want to learn about shopping and cooking, while men would like to learn about automobiles and things related to their vocation.

Allow your class to become familiar with the operation of banks. Explain to them the procedure of opening a bank account, filling out the necessary forms and writing checks. If possible, actual bank forms and checks should be used.

Mathematics is a discipline of thought; therefore, instructors should stress the why or reason for any mathematical process.

Section III

"OUR PATIENCE WILL ACHIEVE MORE THAN OUR FORCE."

Edmund Burke

LEVELS I, II, and III

SOCIAL LIVING

I. Responsibilities and rights as an American citizen

A. How did I become a citizen?
1. Born
2. Naturalization

Hints: Instructors should if possible, have a naturalized citizen visit the class, having him to explain the process through which he became a citizen. Have him to explain his rights as an American citizen. Make sure that students understand the difference between a naturalized and native born citizen. Emphasis should be placed on the fact that both type citizens possess the same rights.

B. Services rendered by the local government
1. Employment
2. Health
3. Welfare
4. Schools
5. Protection
6. Public works

Hints: Students should be familiarized with those local, state, and national agencies that are existing for their benefit. If possible, individuals from different agencies should be asked to speak before the class, explaining the responsibility of their agencies, and how one may acquire help from their respective agency.

C. How the local government is financed
1. Taxes
2. Fines
3. Sale of services - water sewage, etc.

Hints: Ask the class to review the services their community provides. Then ask them to give suggestions as to ways these

services are paid for. When discussing taxes, instructors may have students to list the type taxes they pay and how each is paid. At this time, it might be well to have a local official speak to the group about the kind of taxes levied by the local government, what the taxes provide for the community, and how the taxes are collected. Bring to class property tax forms, if applicable, and discuss proper ways of filling out the forms. Have students to list the type of services they pay for, and how each is paid.

D. My rights
   1. Developing an understanding of the right to vote.
   2. Developing an understanding of the right to an education.
   3. Developing an understanding of the right to worship.
   4. Developing an understanding of the right to assemble.
   5. Developing an understanding of the right to be heard.
   6. Developing an understanding of the right to life, liberty, and the pursuit of happiness.

   Hints: The students should become familiar with the kind of elections held, the offices voted for. Instructors should determine whether students are eligible to vote or if they have voted. If possible, each class should set up make-believe elections, going through the campaign process, voting, and office holding.

E. Who do I contact when I have a problem?
   1. Police service
   2. Health service
   3. Fire service
   4. Public service

   Hints: Prepare for your class a list of sources from which they might get help for certain problems. If possible, have your class visit

the local police and fire stations. If this is not possible, ask representatives of these agencies to come to your class and discuss their job. Remind your class that there is an alloted space in the telephone directory for emergency phone numbers. The instructor may describe different kinds of emergencies in which help is required, and have students tell what they would do.

F. Developing a sense of community
   1. Understand neighborhood
   2. Participating in community activities
      a. Community clubs
      b. PTA and school functions
      c. Churches

Hints: Students may discuss the community in which they live, telling what it includes and needs to include. Ask participants what type of community clubs exist in their neighborhoods, and to which they belong. Instructors should emphasize the interrelationships of people and their participation in developing the best neighborhood possible.

LEVELS II and III

I. Understanding the government

   A. Local
      1. Structure
      2. Department
      3. Laws and courts
      4. School systems
      5. Taxes

   B. State
      1. Structure and function
      2. Departments and services
      3. Laws and courts
      4. Taxes

C. Federal
   1. Branches of federal government
   2. Acts and laws affecting the citizen
      a. Social Security Act
      b. Minimum Wage Laws
   3. Taxes
   4. The foundation of our government
      a. Declaration of Independence
      b. Constitution
      c. Bill of Rights

Hints: Charts showing the structure of state and federal governments should be displayed. Instructors should provide brochures of literature of the various departments and agencies which indicate the services available from their units to the people. State tax guides may be used to demonstrate the kinds of taxes which the state collects. State tax forms should be secured, and students should practice in filling them out. Instructors may have each student choose one of the departments in the state government and report fully as possible on its services. The class should be instructed on how to fill out the income tax form; instructors should fill in a sample for them to follow. Students should be provided with documents of the Gettysburg Address, the Bill of Rights, and the preamble of the Constitution. Have students to ask each other questions about these documents. As an aid to reading and writing skills, ask them to rewrite sentences and paragraphs in their own words.

II. History for the adult

A. Looking to the past
   1. Discovery and founding of America
   2. Colonization
   3. Independence
   4. Civil Wars
   5. World Wars
   6. Emergence as a world leader

B. Moving toward the present
   1. Mass production (Inventions)

2. Automation
3. The workers and their problems
    a. The union
    b. Collective bargaining

Hints: Although history is not particularly relevant to the ABE purpose, it has its importance. It is my experience that older people have a special interest in the past, especially those events of which they are a part. Many of your students will be able to relate to events such as World War II, mass production, unions, etc. It is your responsibility to take these events and show how they were instrumental in shaping present conditions.

Hints: Students should prepare a list of national holidays that have historical significance. Advanced students may be given assignments of looking in the library for books on articles which tell what these days commemorate, and of reporting their findings to the class. If there are any World War II veterans in the class, instructors may ask them to brief the class on their war experiences.

III. Geography

A. Look around us
1. Community and state
2. United States and neighbors
3. Other countries as a part of the global community.

Hint: This short section on geography is intended to enhance the scope of ABE participants. Students should be made aware of important points throughout the world. Discuss with them what is meant by the cliché "my son is gone across the waters."

Hint: Display a large world map in the classroom. Instructors may draw small blank maps for each student and ask them to fill in the name of the country, state, or town.

Hint: Most older people talk greatly about Vietnam, Korea, and other such places, but have very little knowledge concerning their location, therefore, instructors should place special emphasis on such places.

Hint: Have students pick out the names of countries and places most often in the news and locate them on the map.

IV. The shaping power of the Black man in America

A. Slavery -- From Africa to America
   1. Means of transportation
   2. Treatment of slaves
   3. Conduct of slaves

B. Slavery in America
   1. Why was there slavery?
   2. Treatment of slaves
   3. Slave resistance
   4. Slavery and the Civil War
   5. Emancipation

C. Reconstruction
   1. Condition of the freed man
   2. Blacks in politics
   3. Jim Crow

D. Black problems of the 70's

Hint: To discuss Black Studies in Adult Education classes is considered taboo by most administrators. However, it is my opinion that such an undertaking will prove worthwhile, especially when dealing with the attitude of the participants. No one can doubt, that is, with any conviction, that if an individual learns he is not totally responsible for his position in society, especially if that position is economically low, it will change his outlook on life, enhance his aspirations, and provide him with new motivation.

Hint: Being that Black Studies are relatively new even for college students, it is recommended that instructors prepare themselves through research before trying to teach this section. The writer recommends the reading of works by John H. Franklin, Benjamin Quarles, Frederick Douglas, Lerone Bennett, W. E. B. Dubois, and other reputable scholars.

Hint: There is a score of musical records on reconstruction, and the role of the Black man in America. It is suggested that several of these records be played before the class; ask them for their opinions. Discuss with them shaping power of these events on their lives.

Hint: Ask students to give personal experiences related to their color. If possible, have a Black Studies instructor speak to your class concerning the things outlined above.

Hint: Be careful not to get your class hung-up on the question of racism. Try to keep the discussion geared toward a historical route.

V. America and the world

A. Playing the leadership role

B. The goals of the United Nations

C. U. S. involvement around the world

Hint: It is suggested that U. S. involvement in Vietnam, and the Middle East be stressed. Ask students to look for news articles on Vietnam or the Middle East, bring them to class and report on them.

Hint: If possible, a list of the goals and purposes of the United Nations should

be provided for every student. Literature from the Peace Corps may be used to show U. S. involvement with other nations.

LEVELS I, II, and III

SCIENCE AND LIFE

I. Protecting your family health

A. Family health
1. Understanding the need for proteins, carbohydrates, fats, water, and minerals.
2. Preparing a diet within the range of income.

Hints: Students should be instructed concerning the advantage of buying nutritious rather than cheap food. Instructors may prepare diet charts indicating the type of food needed at every meal.

Hint: Ask students to list the contents of their meals: breakfast, lunch, and dinner; and, if there are any omissions, they should be pointed out by instructors.

Hint: Instructors should keep in mind that because of their limited resources, participants cannot purchase a large variety of food; therefore, those foods should be suggested that are less expensive, but contains the necessary ingredients for a balanced diet.

B. Developing an appreciation for cleanliness.
1. The body
2. Home
3. Immediate landscape

Hint: Students should be taught the proper care of the eyes, ears, and teeth. The substitution of household items for cleansers, such as, using baking soda for toothpaste, deodorant, and soap should be emphasized.

Hint: Participants should be taught usual procedure for personal body care. Instructors may have students exchange ideas as to proper cleaning procedures for the home, especially in the bathroom and kitchen. Students may exchange ideas on the care of the yard and street. It can be suggested that as a community project, participants should form groups for the care of the landscape.

C. First Aid
   1. Family medical kit.
   2. Ability to care for minor injuries.
   3. Things to do until help can be secured.

Hint: Instructors should prepare a model first aid kit, or, if possible, secure a Red Cross first aid kit. Students should be drilled on the content and use of the kit. Students may set up emergency situations, following through with first aid care.

Hint: If possible have a nurse or doctor speak to your class concerning what to do under certain situations. The instructor should secure some type of first aid manual to be used in classroom discussions.

II. Mankind and matter

A. The classification of matter
   1. Solid, liquid, gases
   2. Metals and non-metals
   3. Flammable and non-flammable material
   4. Conductors and insulators
   5. Common rocks and minerals

B. Energy
   1. Kinds of energy
   2. Energy in everyday life
   3. Power and electricity
   4. Heat

C. Changes by man and nature
   1. What is physical change?
   2. What is chemical change?
   3. Weather
   4. Reading a thermometer

Hints: After the instructor defines physical and chemical change, the student should be asked to give examples. Instructors can prepare examples of physical change, such as, the boiling of water, changing of leaves, burning of paper, etc.

Hint: Students may be asked to distinguish between the different kinds of weather, and how they determine whether a day will be bright or cloudy.

Hint: If possible, a barometer should be brought to class. Students should be shown what a rise or fall in the barometer indicates. Allow students to read the barometer, and give their opinion on any changes.

Hint: Obtain several small thermometers, distribute them among the class. Ask students to distinguish between the barometer and the thermometer. Make a large chart showing the different parts of the thermometer; drill students in the recognition of these parts.

D. Man in space
   1. Space exploration (history)
   2. Understanding the moon and its relationship to the earth.
   3. Man on the moon
      a. Social implication
      b. Reason for putting man on the moon
      c. Why we got there first

Hint: Because space exploration has become a subject of immense controversy, especially among unknowledgeable adults, it has been

included in this curriculum. Illiterates tend to have superstitious tendencies toward space exploration. Therefore, it is recommended that instructors make special efforts to explain clearly the scientific proof behind space exploration.

Hint: Instructors will probably run into such rebuttals as, "God did not mean for us to go up there." Instructors should not engage in debates with students. If controversy does occur, it would be wise for teachers to submit, for fear of otherwise alienating the student.

Hint: Try to remember that your students are not knowledgeable about today's world. Instructors should ask students their opinion concerning space exploration. Such questions as: "Why do we spend so much going to the moon when we spend so little on aid to the poor?" The United States' ability to put man on the moon should be related to her military strength, store of scientific knowledge, and interrelationship of her people.

E. Man and Earth
   1. Pollution and its causes
   2. Conservation of natural resources
   3. Make-up of earth

Hint: Pollution should be defined for the student. Instructors should emphasize the effects of allowing impurities to enter the air, and how these impurities are detrimental to the general health of rural and urban people.

Hint: If possible, local forest rangers should be asked to speak to the class concerning the conservation of resources.

Hint: Students may be asked to listen to the TV and radio for pollution and natural resources announcements. Special emphasis should be placed on the make-up of the earth. Students should have a clear understanding that the earth is made of layers of rocks and minerals.

EMPLOYMENT

LEVELS I, II, and III

I. Getting and keeping a job

A. Self-evaluation
1. Abilities
2. Limitations
3. Level of education
4. Physical conditions
5. Vocational experiences
6. Responsibilities

Hint: It should be explained to students that there are different jobs for different people. The fact should be noted that although it seems as though one is capable of doing a certain job, this is not always the case. Emphasis should be placed on the fact that modesty is the best policy when looking for a job.

Hint: Have your students prepare self-evaluation forms, with all the above factors included. Ask students to discuss their vocational experiences and for what type of work they qualify.

Hint: Emphasize the fact that good physical health is imperative for certain types of work. Express the danger involved when one lies about his health condition. If possible, give examples of where individuals

lied about their health, and suffered greatly later. Ask students to express such experiences to the class.

Hint: Try to help students understand the importance of realizing what they are capable of doing before looking for a job. Don't be insulting, but help students realize their limitations. In as many cases as possible, allow them to discover their own limitations and abilities.

B. Locating the job
   1. Employment agencies
   2. Newspapers (help-wanted ads)
   3. Consulting friends and relatives
   4. Employer
   5. Posted notices
   6. Civil Services

Hint: Students should be made aware of those agencies that exist to render services to the unemployed. If possible, prepare names and addresses of said agencies so that students may contact them if desired.

Hint: Have students search the newspapers for possible employment opportunities. It should be noted that this section offers the opportunity for participants to use their newspaper skills.

Hint: Ask as many professional people as possible to talk with your class concerning job opportunities and the problems of the unemployed.

C. Applying for a job.
   1. Personal information needed
      a. Educational background
      b. Work experience
      c. Social Security numbers
      d. Local address
      e. List of previous jobs
      f. References

2. Filling out apllication blanks

Hint: Express the fact that the above list should be prepared before-hand. Make sure students understand the fact that references should be notified in advance, and that social security numbers should be written from official governmental cards.

Hint: If students do not have social security numbers, secure the necessary information and applications from your local post office or social security office, and have students apply for a number.

Hint: When dealing with references, make sure students understand that relatives cannot be used as references, and names of references must be accompanied by occupational titles and addresses.

Hint: Provide application blanks from different type jobs, allow students to fill out these applications, so as to give them some knowledge as to what they will see later. This part of the above section may be used in the handwriting, and reading skill section.

D. Interview
   1. Make sure that time and place of interview are correct.
   2. If possible, learn the name and anything else about the interviewer.
   3. Make sure that all the above listed information is available.
   4. Make sure that personal grooming is correct.
   5. Arrive on time and alone.
   6. Address interviewer by name.
   7. Relax as much as possible.
   8. Be a good listener and give direct answers to questions.

9. Don't talk too much.
10. Relate personal skills that might aid in employment.
11. Thank interviewer, and offer additional information if needed.
12. Let interviewer terminate the interview.

Hint: Students may act out interviews, a short interview may be conducted before the class; and, if possible, professional interviewers may be asked to visit the class, so as to brief students on the type questions they ask and their usual procedures.

Hint: Have discussions on what should be done if an individual is successful in getting a job. Have students tell what steps they would take in planning for their work. Give special emphasis to immediate things, such as, child care, home responsibilities, clothing and transportation.

THE NEEDS OF EVERYDAY LIVING

LEVELS I, II, and III

I. Food and nutrition

A. Food management
1. Understanding the different kinds of foods.
2. Understanding food combination for best dietary results.
3. Being able to recognize good and nutritious foods.

Hint: Instructors should obtain brochures, posters, on foods, things relating to a balanced diet, etc., from milk and other food industries. Discuss the various kinds of food and what each contribute toward the health of a person.

Hint: Students should be taught how to prepare surplus food. If possible, this information should be obtained from the local Surplus Stamp and Commodity Foods Office. If not, consult your local Welfare Office as to where such information could be obtained. Ask a Home Economic instructor to speak to your class concerning the preparation of surplus food, and any other food tips she might be able to give.

C. Cultivating proper eating habits.

Hint: Discuss with the class persistency in eating: breakfast, lunch, and dinner. Have students discuss the number of meals they eat each day. Ask students to discuss what they feel is the most important meal of the day. If conditions are conducive, have students prepare meals during class, with emphasis on nutrition and taste.

Hint: Ask students to discuss the relationship of chewing to digestion. Leave with them the idea that proper chewing habits are aids to better health.

Hint: In trying to relate what students have already learned, make a word list for spelling and vocabulary using words from this section. Instructors may suggest that students prepare recipe books, using low cost and surplus food.

II. Clothing

A. Selecting and purchasing clothing
1. Seasons of the year
2. Style
3. Knowing quality merchandise

Hint: Have students discuss the statement, "clothing is used mainly for protection."

4. Understanding food quantity in relationship to income.
5. Food preservation
6. You and the food market

Hint: It should be emphasized that often the most expensive food is not the most nutritious. Students should be asked to discuss their monthly food bill. If there are any unusual cases, instructors should go over them, pointing out how certain things could be eliminated or improved.

Hint: Students should be taught the proper methods of canning and freezing. Ask for volunteers to go over the methods for the benefit of the class. If no one is the class is familiar with such, ask a non-member who is familiar, to speak to your class concerning the method. Shoe your class how to convert leftovers into other type meals.

Hint: Many times people buy one food, for lack of knowing that there are less expensive, yet, just as nutritious substitutes. Therefore, students should be made aware of food substitutes.

Hint: If possible, take your class to the local supermarket, show them the less expensive, but just as nutritious foods.

B. Surplus food and food stamp programs
   1. Qualification for food and stamps
   2. Preparation of food
   3. Combination of food

Hint: Students should be made aware of the Commodity Distribution and Food Stamp Programs. If possible, welfare personnel should be asked to speak to the class concerning the programs. Students should be familiarized with the qualifications for the programs.

Point out the importance of different type clothing for different seasons of the year. Although style is of little importance, students should be made aware of what is considered appropriate for different occasions.

4. Clothing and the budget
5. Proper care of clothing
6. Exchange of clothing
7. Waste on clothing fads
8. Protection of clothing

Hint: Have students discuss clothing in relation to the family budget: What share of the budget should be alloted for clothing? Students should be instructed as to what labels and tags on garments usually tell the buyer.

Hint: Students should discuss ways of making clothing go further, such as, swapping, barter, hand-me-downs, etc. There are many clothing fads that waste clothing dollars; students should be made aware of these fads, and taught to guard against them. Discuss the best ways of taking care of clothes not being worn.

Hint: Department store personnel may be asked to speak to the class concerning the proper selection of clothing for quality and economy. If professionals cannot come to students, maybe a field trip to a department store can be arranged.

Hint: Students may look through mail order catalogs, magazines, etc., and point out the different clothing for different seasons and occasions.

Hint: A list of clothing hints may be placed in the classroom, emphasizing quality and economy.

B. Sewing for self

Hint: Discuss with students the advantage in making their own clothing. Prepare charts showing the cost of materials in comparison to ready-made garments.

Hint: Stress the importance of knowing how to sew. Have students who know how to sew to give classroom demonstrations of the steps to follow in making and mending garments.

III. Shelter

A. Questions of importance
1. Where do I live?
2. How long have I been living there?
3. Do I rent or own my home?
4. Could I have owned my home after all these years of paying rent? If so, am I getting my money's worth?
5. How much rent do I pay?

Hint: Student's current place of residence should be discussed. Discuss with them the considered maximum rent for their type of housing. So often illiterate people are cheated because they haven't any knowledge as to what is right. Discuss with them the advantage of buying a home, especially if they intend to become permanent residents at their present address, as opposed to renting. Make it known to students that if they rent, they are entitled to certain rental and upkeep rights.

B. Taking care of my home
1. Cleaning habits for the home
2. Landscape (sanitation and beautification)
3. General maintence
4. Purchasing wisely for the home

C. Being aware of where I can get help
   1. Federal, state, and local agencies
   2. Community projects
   3. Neighbor to neighbor

D. My home expenses
   1. Utilities
   2. Furniture
   3. Insurance
   4. Development
   5. Taxes

Hint: Have students discuss cleaning and sanitary practices, especially in the kitchen and bathroom. Let them give their opinion on good cleaning habits for the yard, giving decorative ideas and other valuable information. Let students discuss the major factors one should consider in choosing a home, such as, year round cost, financing, up-keep, location, and transportation.

Hint: Have students discuss the role of children in taking care of the home, its up-keep and repair.

Hint: In as many cases as possible, professional housing agents should be invited to class to give local plans and problems regarding housing.

Hint: Home economics teachers and shop instructors may be invited to class to discuss free and inexpensive materials in home furnishing and repair.

Hint: Students should be made aware of those local, state, and national agencies whose chief responsibility is helping people with housing problems. Representatives of these agencies should be asked to speak to the class concerning their program, qualifications for, application procedure, etc. Application blanks should be

acquired from said agencies, the filling in of these blanks could be used in the writing, reading, and in the "getting and keeping a job" sections.

Hint: Have students to discuss the type of furniture in their households. If instructors can spot how money could be or could have been saved, call it to the attention of the students.

IV. Health and safety

A. Health for the family
1. Introduction to preventive health
2. The availability and accesibility of help.
3. Recognizing common diseases
4. Helping the sick
5. Keeping a clean home
6. Proper care during pregnancy

Hint: It should be noted that some parts of this section must be taught in conjunction with other section; otherwise, there would be considerable repetition. However, there are parts within this section that will require special emphasis.

Hint: The topic concerning pregnancy should be stressed. Emphasize the importance of seeing a physician as early and as regularly as necessary.

Hint: Discuss venereal disease, contraceptives, and the danger of thirty minute abortions. If possible, have nurses, doctors, and health directors visit your class to discuss the above facets of health.

Hint: Students should be made aware of community resources for physical and mental health. Ask students to tell about past medical experience, and how their

lack of knowledge was detrimental to their recovery.

Hint: List symptoms of common diseases, give them to students and have them to become familiar with them. Students may set up their own hospital, playing different roles in hopes of learning symptoms of the diseases.

B. Safety for the family
   1. Rules of safety for drivers
   2. Rules of safety for the pedestrian
   3. How to prevent fires and what to do in case of fire.

Hint: Local fire department representatives may be asked to speak before the class concerning fire safety. If not, maybe pamphlets concerning fire safety can be secured from the fire department.

V. Social Security

A. Introduction to social security
   1. Purpose
   2. Brief history

B. Application for Social Security Numbers

C. Benefits of Social Security
   1. Retirement insurance
   2. Survivors insurance
   3. Disability insurance
   4. Medicare
      a. Eligibility for hospital insurance
      b. Enrolling for medical insurance

D. Things to know about Social Security
   1. Amounts of monthly payments
   2. Disability payments
   3. Family payments
   4. Kinds of work covered
   5. Checking your record
   6. Social Security office

Note: The booklet Your Social Security would be most helpful in this section. The booklet is for sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402. The price is fifteen cents; $10.00 per 100.

Hint: Have students discuss their Social Security card, its purpose, how it helps them, etc. Those who do not have cards, instruct them in the procedure of acquiring one. Secure applications from the local Social Security Office, distribute them to those students who do not have Social Security cards, and have them fill out the forms - under your supervision.

Hint: Discuss with students the different benefits received from Social Security. Make them aware of the fact that they provide the funds for Social Security, and are therefore entitled to its benefits.

Hint: Discuss with students when a Social Security representative will be in their area. Make it known that a student should check with his Social Security Office when he gets his first job, to make sure his Social Security number is registered, so that he can get proper credit for his earnings.

Hint: If possible, have a Social Security representative come in to talk with your class, explaining his job and his capability of serving them.

Hint: It should be noted that this section is ideal for practicing reading and arithmetic skills. Secure booklets, pamphlets, etc., from your local Social Security Office, and use them as often as possible in conjunction with your other classes.

Hint: Perhaps, many of your students will be household workers, gardeners, maids, cooks, cleaning women, handy-men, etc. Discuss with these students their obligation to Social Security. Make it known that a household worker who is paid $150.00 or more in cash in a calender quarter, Social Security contributions must be paid on these wages.

Hint: Your local Social Security Office will be able to provide volumes of information relating to questions usually asked by citizens. This information should be perused by ABE instructors, anything that looks helpful should be used in class.

TIPS FOR THE CONSUMER

I. Being aware of tips

A. Developing an ability to buy wisely
1. Reading tags and labels.
2. Determining worth
3. Shopping around

Hints: Students should be instructed as to the importance of reading tags and labels. Prepare a chart of tags and labels and go over them with the students. Discuss with them the different kinds of materials and the values of each. Bring to class a mail-order catalog, and discuss with students the different type of clothing and the things to look for when judging value.

Hint: Express the importance of not buying the first thing that comes to sight. Express the fact that there are numerous stores, all competing for their money, therefore, they should shop around, looking for a better deal.

Hint: If possible, prepare several cuts of material, display them in the classroom, have students discuss their quality in regards to value.

B. Being on the look out for advertisements
1. Advertisements in the newspapers
2. Special sale pamphlets
3. Developing an ability to interpret sale ads
4. Being aware of consumer publications

Hint: Discuss the importance of using advertisements as a guide to better buying. Have students locate sale ads in newspapers, magazines, etc., and report on them to the class. Bring to class as

many consumer publications as possible, distribute them to the class, and have them give their opinion.

Hint: Discuss the different kinds of stores, so as to give students some idea where to look for desired goods. Make them aware of discount stores, trading posts, unclaimed freight, and other such stores.

C. Things the consumer needs to know
   1. Installment buying
   2. Interest
   3. Sales tax
   4. Credit Union
   5. Checking and savings accounts
   6. Insurance for every need
   7. Different type licenses

Hint: Discuss with students the advantage and disadvantage of installment buying. Make them aware of late charges and service charges. Discuss the bad habit of, "more credit than income."

Hint: Discuss the sales tax on different goods and commodities. Ask students to explain what the cashier means when he says, "six cents tax, please."

Hint: Ask students whether or not they have ever been involved in drawing up a contract, loan, mortgage, or deed. If so, ask them to explain their role. Students may discuss these agreements as related to their own experiences.

Hint: Discuss what is meant by interest rate. Students may set-up a small in-class bank, going through the loan procedure, placing special emphasis on the interest rate, savings and time deposits, and mortgages.

Hint: Have students discuss their personal experiences with making loans: monthly payment, contact with collection agents, and loan renewals.

Hint: If applicable, ask the local banker, bank cashier or anyone associated with finance to speak to your class concerning the types of loans available, legal aspects of mortgages and deeds.

Hint: Discuss with students the different types of insurance. Try to help them decide the type of insurance that will best serve their purpose. Discuss with them the possibility of being over and under covered.

Hint: If possible, have insurance representatives speak to your class concerning the different type of insurance, and how insurance can best serve their needs.

Hint: Ask students to list the types of licenses they have and give the purpose of each. If students have been driving, fishing, hunting, etc., without licenses, explain to them the consequences of such. If students qualify and would like to apply for certain licenses, secure applications for them or explain how they may be secured.

BIBLIOGRAPHY

1. Allen, Frank. First Course in Algebra. Yale: New Haven and London, 1961.

2. Anderson and Schult. Mathematics for Junior High School. Yale University Press, 1961.

3. Andress, Mace. Doing Your Best for Health. Boston: Ginn and Company, 1949.

4. _____. The Health Parade. New York: Ginn and Company, 1955.

5. Bailey, Matilda. Our English Language. New York: American Book Co., 1956.

6. Carpenter, William. Group Methods and Techniques in Adult Education. Washington: Educational System Corp., 1969.

7. Crothers, George D. American History. New York: Holt, Rinehart and Winston, Inc., 1964.

8. Farley, Weinhold, and Crabtree. High School Certification Through the G. E. D. Tests. Holt, Rinehart, and Winston, Inc., 1967..

9. Gardner, John W. Curriculum Guide to Adult Basic Education - Beginning Level. Washington. U. S. Government Printing Office, 1966.

10. Hancock, John D. Introduction to Modern Mathematics. palo alto: Behavioral Research Laboratories, 1970.

11. Korg, Jacob An Introduction to Poetry. Chicago: Holt, Rinehart, and Winston, Inc., 1959.

12. Leowell and Wheeler. Mastery in Reading. Austin: The Steck Company, 1957.

13. Lowery, R. G. Mechanics of English. New York: Appleton-Century-Crofts, Inc., 1960.

14. McKee and McCowen. Improving Your Language. Boston: Houghton Mifflin Company, 1964.

15. Miller, Lyle L. Developing Reading Efficiency. Minneapolis: Burgess Publishing Company, 1970.

16. Morton, Robert Lee. Making Sure of Arithmetic. New York: Silver Burdett Company, 1955.

17. Royston, Lloyd. A Curriculum and Method Handbook for the Seasonally Employed Agricultural Workers Program. Tuskegee: Tuskegee Institute, 1968.

18. Russell, Wulfing, and Ousley. Finding New Neighbors. Boston: Ginn and Company, 1967.

19. Schachter and Whelan, Activities for Reading Improvement. Austin: Steck-Vaughn Company, 1958.

20. Schrmn, Potell, and Spache. Better Reading. New York: Brace, and World, Inc., 1963.

21. Tresseler and Shelmadine. Junior English in Action. Boston: D. C. Heath and Company, 1946.

22. Wilson, Clifton. The United Nations. Austin: Steck-Vaughn Company, 1968.

ERIC Clearinghouse
SEP 21 1972
on Adult Education